DOCUMENT RESUME

ED 389 101 EC 304 386

TITLE	Learning Disabilities and the American Public: A Look at American's Awareness and Knowledge.
INSTITUTION	Roper Starch Worldwide Inc.
SPONS AGENCY	Emily Hall Tremaine Foundation, Inc., Hartford, CT.
PUB DATE	Mar 95
NOTE	79p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adults; Elementary Secondary Education; Information Sources; Interviews; *Knowledge Level; *Learning Disabilities; Majority Attitudes; National Surveys; *Public Opinion; Resource Allocation
IDENTIFIERS	*Attitudes toward Disabled

ABSTRACT

This study examined 1,200 adults' understanding of and attitudes toward learning disabilities, through a telephone survey. Additional objectives included the identification of various information sources and testing of potential messages about learning disabilities. Halfway through each telephone interview, a definition of learning disabilities was provided, thus allowing both a "blind" discussion and a "pre-test/post-test" structure. Among major findings are the following: (1) 3 in 10 Americans claim direct experience with learning disabilities; (2) most Americans believe nine conditions (such as blindness and mental retardation) are associated with learning disabilities; (3) most Americans believe learning disabilities should be identified as early as preschool; (4) Americans' primary information sources about learning disabilities are schools, doctors, and libraries; (5) the term "learning differences" is seen as more acceptable than learning disabilities; (6) Americans were evenly split on whether more resources should be devoted to children with learning disabilities or to basic services for all children; (7) funding discussions cannot be framed as a zero-sum game if increased spending to teach these children is to be supported; (8) increasing knowledge about learning disabilities is associated with greater support for increased spending; and (9) most Americans agree that adults with learning disabilities suffer injustices. Results are detailed in chapters on personal experience, relationship of education to learning disabilities, knowledge level, schools and teaching, information sources, and messages. An appendix details the methodology and provides the questionnaire. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

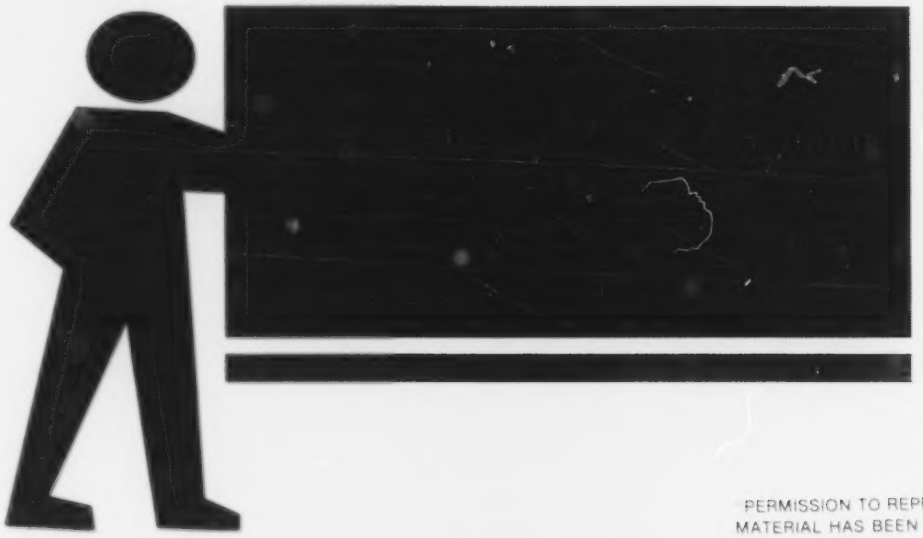
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 389 101

Learning Disabilities And The American Public:

A Look At American's Awareness And Knowledge



PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Bowles
R. M. Daly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

ROPER STARCH

TURNING DATA INTO INTELLIGENCE WORLDWIDE

EC 304386

BEST COPY AVAILABLE

Learning Disabilities And The American Public:

A Look At American's Awareness And Knowledge

Table of Contents

INTRODUCTION 1

OBJECTIVES 3

RESEARCH DESIGN 4

EXECUTIVE SUMMARY 5

PERSONAL EXPERIENCE 8

CHICKEN OR EGG? 12

KNOWLEDGE 17

SCHOOLS AND TEACHING 28

INFORMATION SOURCES 37

MESSAGES 45

APPENDIX 58

METHODOLOGY 59

POSTED QUESTIONNAIRE 60

INTRODUCTION

Having recently undertaken and completed an extensive and far-ranging series of focus groups on the subject, the Emily Hall Tremaine Foundation in 1995 commissioned Roper Starch Worldwide to conduct a nationwide study measuring public awareness and knowledge of learning disabilities.

Clearly the need for such information cannot be overstated. Learning disabilities have for too long been overlooked, and worse, misunderstood. Often referred to as the "hidden handicap," learning disabilities affect approximately 15% of the population and, according to the U.S. Department of Education, 50% of all students in special education in the public schools — about 2.25 million children — have learning disabilities (1992). Further, of those students identified as learning disabled, it is estimated that 35% drop out of school, fully twice the rate of their non-disabled peers (Source: National Longitudinal Transition Study, 1991). With this as a backdrop, children continue to be born with learning disabilities, continue to go undiagnosed, continue to fall behind, and worse. And still they remain widely misunderstood — both the children of learning disabilities, and learning disabilities themselves.

One of the major goals of the study at hand is to measure the level of understanding about learning disabilities among Americans and the extent of the confusion and uncertainty that exists. As a point of common understanding, this study utilizes and accepts the following definition of learning disabilities as the best current working definition available, and presented it to respondents mid-way through each interview:

"The term 'learning disability' means a disorder in one or more of the basic processes involved in understanding spoken or written language. It may show up as a problem in listening, thinking, speaking, reading, writing or spelling or in a person's ability to do math, despite at least average intelligence. The term does not include children who have learning problems which are primarily the result of visual, hearing or physical handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage."

Through both the focus groups and this study, the Emily Hall Tremaine Foundation has cultivated a base of knowledge and information which until now simply did not exist. The results of this groundbreaking study follow.

OBJECTIVES

The key objectives of this research were the following:

- To measure awareness and knowledge of learning disabilities;
- To identify stigmas and barriers to understanding;
- To measure the relative appeal of various information sources; and
- To test potential messages about learning disabilities.

RESEARCH DESIGN

Telephone interviews were conducted with a nationwide cross-section of 1,200 adults ages 18 and older. Utilizing a Random Digit Dialing (RDD) sampling methodology to locate respondents, interviews were conducted between January 3 and January 22, 1995.

Interviews followed a "pre-test/post-test" structure: interviews began with a "blind" discussion of attitudes towards and knowledge about learning disabilities (Q1-Q12) prior to providing respondents with an actual definition of what learning disabilities are; after reading a full definition of learning disabilities, discussion continued (Q13-Q23) in light of this definition.

By waiting until half-way through the interview to define learning disabilities, this structure allows for the measurement of current opinions and knowledge of a subject respondents may know little about, as well as for the measurement of their opinions in light of a single definition that encapsulates the best description of learning disabilities to date. A complete description of the methodology and a posted questionnaire are included in the Appendix.

EXECUTIVE SUMMARY

- Three in ten Americans ***claim*** direct experience with learning disabilities. The least well-educated members of society are the most likely to identify themselves as learning disabled.

- Americans recognize that learning disabilities are prevalent, yet at the same time they are widely misunderstood.

- The American public's true ignorance of learning disabilities becomes abundantly clear when we ask whether nine conditions are associated with learning disabilities — majorities believe that all nine are, and range from a low of 60% (blindness) to a high of 85% (mental retardation). In short, there is an overwhelming need for widespread — and targeted — education in this area.

- It appears that learning disabilities are being identified earlier now than in the past, with increased diagnosis coming primarily during elementary school. Seven in ten Americans believe that learning disabilities should be identified as early as preschool.

- Where would Americans turn if they were told that a child of theirs had learning disabilities? As one might expect, such a diagnosis is instinctively a family concern; 98% of the American public would discuss it within their own family. Nearly equal numbers of Americans believe some action must be taken: 95% would seek medical or professional help. Three out of four Americans would discuss it with their friends.

- Americans' primary information sources about learning disabilities are schools, doctors, and libraries, which we know are sources ill-prepared to handle these inquiries.

- The term "learning differences" is somewhat more palatable than learning disabilities.

- Americans believe that teachers can adapt their teaching styles to individual needs, but express concerns about time and training.

- When discussion turns from teaching styles to dollars and cents, Americans are divided right down the middle about whether more resources should be devoted to the learning disabled (45%), or instead to basic services for all children (45%).

- Funding discussions can not be framed as a zero-sum game to teachers or the American public if increased spending to teach learning disabled children is to be supported.

- Increasing the American public's knowledge about learning disabilities tends to increase their financial support, or at least their willingness to consider increased spending for learning disabled children.

- The American public is very open to a variety of messages about learning disabilities, all of which would make overwhelming majorities of Americans **more** supportive of spending additional resources to help teach children with learning disabilities — of six such statements tested, support generated for more funding ranges from a low of 79% to a high of 93%.

- Children are not the only ones struggling with the impact learning disabilities present, and majorities of Americans agree that adults who have learning disabilities suffer injustices as well.

- The American public reflects the widespread confusion that exists in the learning disability community regarding how to define learning disabilities.

PERSONAL EXPERIENCE

The survey measured Americans' personal experience with the symptoms often associated with learning disabilities:

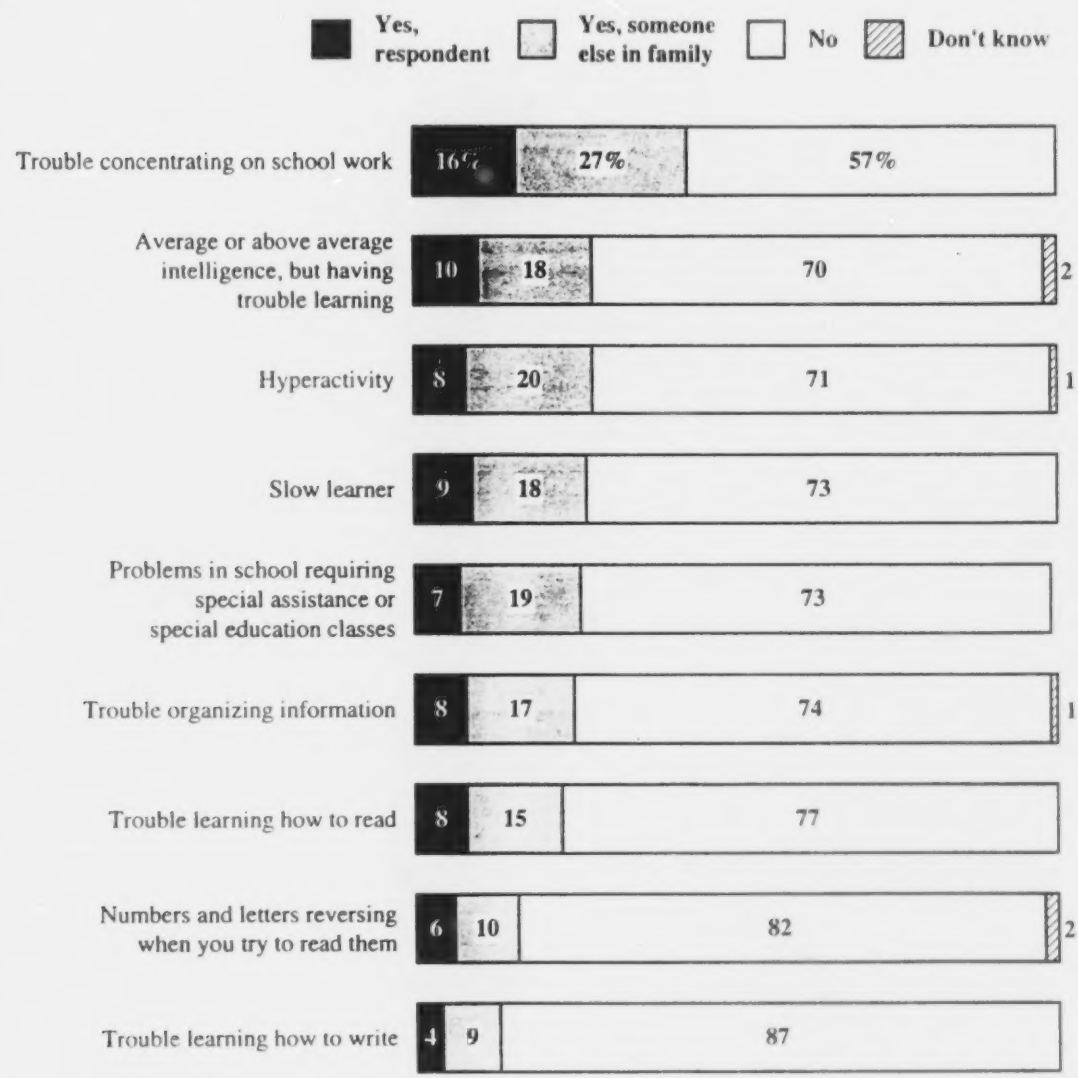
- Of nine obstacles to learning tested, trouble concentrating on school work is the most frequent problem Americans report that they (16%) or someone else in their family (27%) have experienced.

- One in ten Americans report that they have experienced trouble learning despite being of average or above average intelligence, and about 2 in 10 say someone else in their family has.

- About the same number of Americans report that they (about 1 in 10) or someone else in their family (about 2 in 10) were slow learners or have experienced hyperactivity, problems in school requiring special assistance or special education classes, trouble organizing information, and trouble learning how to read.

- As symptoms often associated with learning disabilities, Americans' experience with these symptoms closely parallels the estimated 15% of Americans who have learning disabilities.

Have You or Anyone in Your Family Experienced Any of the Following? [Q.5]



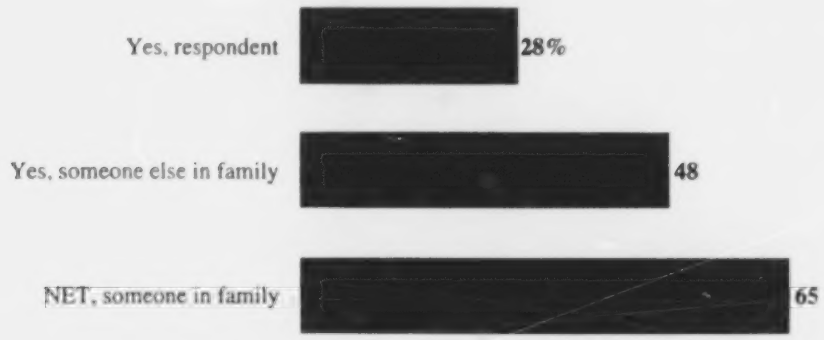
- Two out of three American households (65%) have experienced one of the nine obstacles to learning.

- Almost a third of Americans (28%) have experienced one or more of the obstacles to learning personally.

- Nearly half of Americans (48%) say that someone else in their family has experienced at least one of the obstacles.

Have You or Anyone in Your Family Experienced Any of the Following? [Q.5]

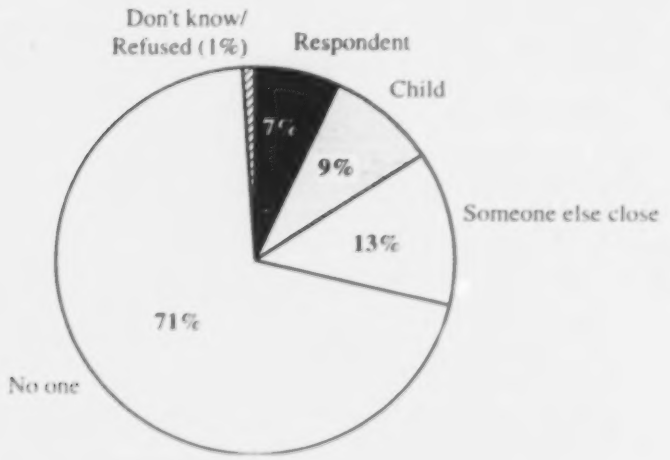
(Net: experienced one or more symptoms)



- Absent a definition of what learning disabilities are–and recall that as yet none has been offered–almost a third of Americans (29%) say that they (7%), their child (9%) or someone else close to them (13%) has learning disabilities.

- That being said, seven in ten report that no one they know has learning disabilities.

Do You or Does Anyone Close to You Have Learning Disabilities? [Q.7]



BEST COPY AVAILABLE

CHICKEN OR EGG?

The least well educated are twice as likely as the rest of the population to say they personally have learning disabilities.

- Which is the chicken, which is the egg? The least educated may well have dropped out of school because they have learning disabilities. Alternatively, it is also possible that those who have experienced trouble with school rightly or wrongly identify their difficulties with learning disabilities.

- Women (12%) are twice as likely as men (6%) to say a child of theirs has learning disabilities.

- Young Americans (9%) are twice as likely as older Americans (4%) to say they personally have learning disabilities, possibly reflecting the increasing awareness of learning disabilities relative to a generation ago.

Do You or Does Anyone Close to You Have Learning Disabilities? [Q.7]

				Age			Education			
	Total	Male	Female	18-34	35-54	55+	Non-High School Grad	High Schl. Grad	Some College	College Grad or More
	%	%	%	%	%	%	%	%	%	%
Person has experience with LD's (NET)	29	25	32	32	32	20	38	26	30	25
Respondent	7	7	7	9	8	4	12	6	6	6
Child	9	6	12	6	14	5	12	8	10	7
Someone else close	13	12	14	17	11	12	14	13	14	14
No one	71	75	67	68	67	79	62	73	69	75

It appears that learning disabilities are being identified earlier now than in the past, with increased diagnosis coming primarily during elementary school.

- Seventy-one percent of Americans with direct learning disability experience report that they were diagnosed during elementary school (46%) or earlier (25%).

- For their children with learning disabilities, eighty-two percent were diagnosed during elementary school (56%) or earlier (26%), with a ten percentage point increase in diagnosis during elementary school compared to their parent's diagnosis.

When Was It Determined That You/They Had Learning Disabilities? [Q.8]

(Base: Has direct experience with LDs)

	Total with LD	Respondent with LD	Child with LD	Someone else close with LD
	%	%	%	%
Before elementary school	34	25	26	37
Elementary school	36	46	56	39
Middle school/junior high	10	8	5	14
High school	3	6	3	2
Later than high school	4	12	—	3
Don't know/Refused	3	2	1	4

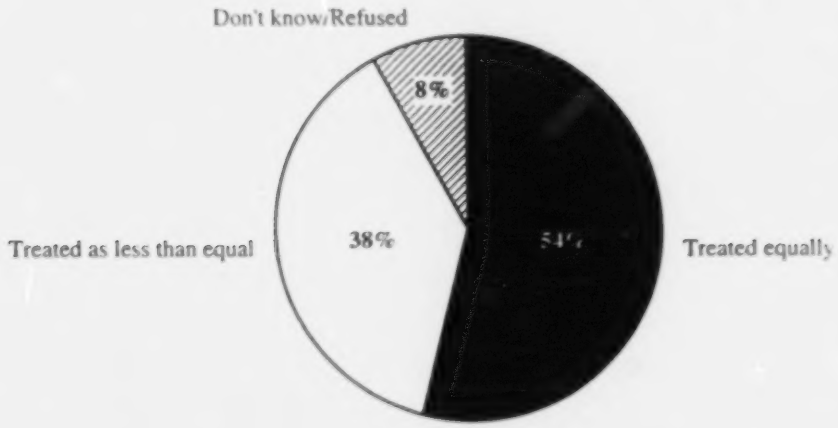
While a slim majority of those Americans who have personally experienced learning disabilities do not report discrimination in education, many do.

- Significantly, of those Americans who state they have learning disabilities, more than 4 in 10 (44%) perceive that they received less than equal treatment during their school experience because of their learning disabilities.

- Just over half (55%) perceived that they were treated equally.

In Your Child's School Experience, Was/Is Your Child Treated Equally To Other Children or Was/Is Your Child Treated As Somehow Less Than Equal To Other Children? [Q.10]

(Base: Has LDs)



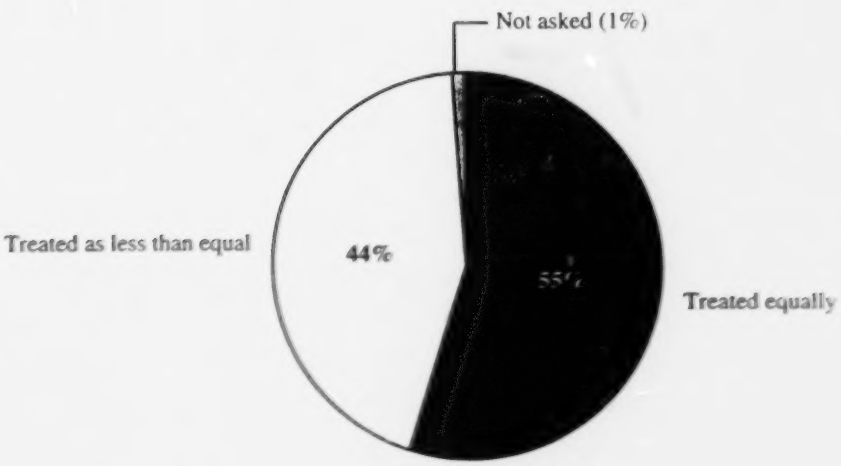
- A generation later, when parents think of the experience their learning disabled children have had or are having at school, again about 4 in 10 parents perceive their children are being treated as less than equal.

- Equal treatment appears to have neither improved nor decreased, as the same number of parents (55%) perceive equal treatment of their children as they did themselves.

- However, more parents are uncertain about their children's experience than they are of their own.

In Your School Experience, Were You Treated Equally To Other Children or Were You Treated As Somehow Less Than Equal To Other Children? [Q.9]

(Base: Has LDs)



KNOWLEDGE

What does the term learning disabilities mean to the American public? Clearly, confusion abounds in their volunteered responses.

- When they hear the term learning disabilities, Americans are most likely to think of slow learners (21%) and learning differently, unconventionally or processing information differently (20%).

- Another 12% think of difficulty comprehending or absorbing information.

- Nine percent of Americans think of dyslexia and 8% think of short attention span or trouble concentrating.

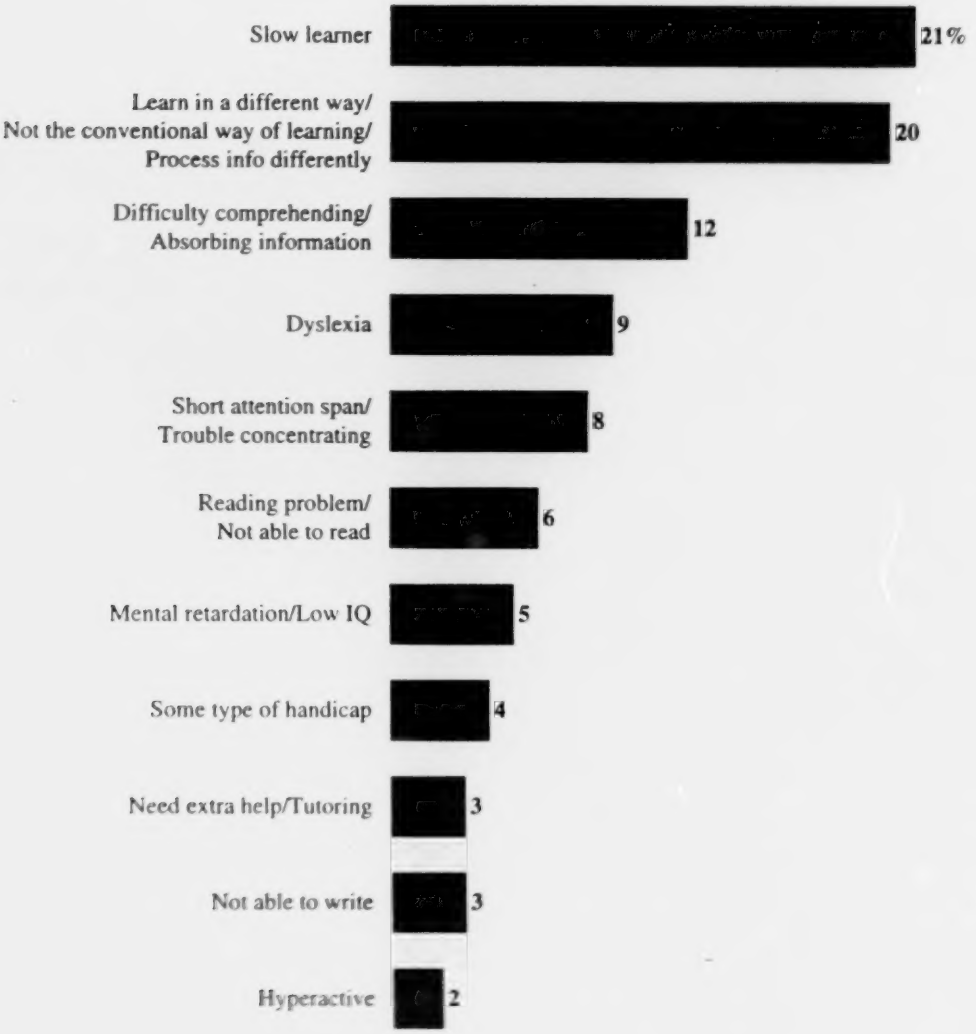
- Six percent associate learning disabilities with reading difficulties, while half as many think of writing problems.

- A troubling 5% of Americans associate learning disabilities with mental retardation or a low IQ.

- Only 2% think of hyperactivity.

What Do You Think of When You Hear the Term Learning Disabilities? [Q.6]

(Volunteered)



- High school drop-outs are most likely to define learning disabilities as being a slow learner. This may help to explain why non-high school graduates are most likely to say they personally have learning disabilities.

- Yet, even the most well educated, and those who claim to have personal experience with learning disabilities, cannot define learning disabilities accurately.

What Do You Think of When You Hear the Term Learning Disabilities? [Q.6]

(Volunteered)

		Age			Education					
	Total	18-34	35-54	55+	Non-High School Grad	High Schl. Grad	Some College	College Grad or More	Total exper. w/LD	No exper. w/LD
	%	%	%	%	%	%	%	%	%	%
Slow learner	21	26	20	16	30	21	18	16	20	21
Learn in a different way/ Not the conventional way of learning/Process information differently	20	22	22	14	13	19	23	24	19	20

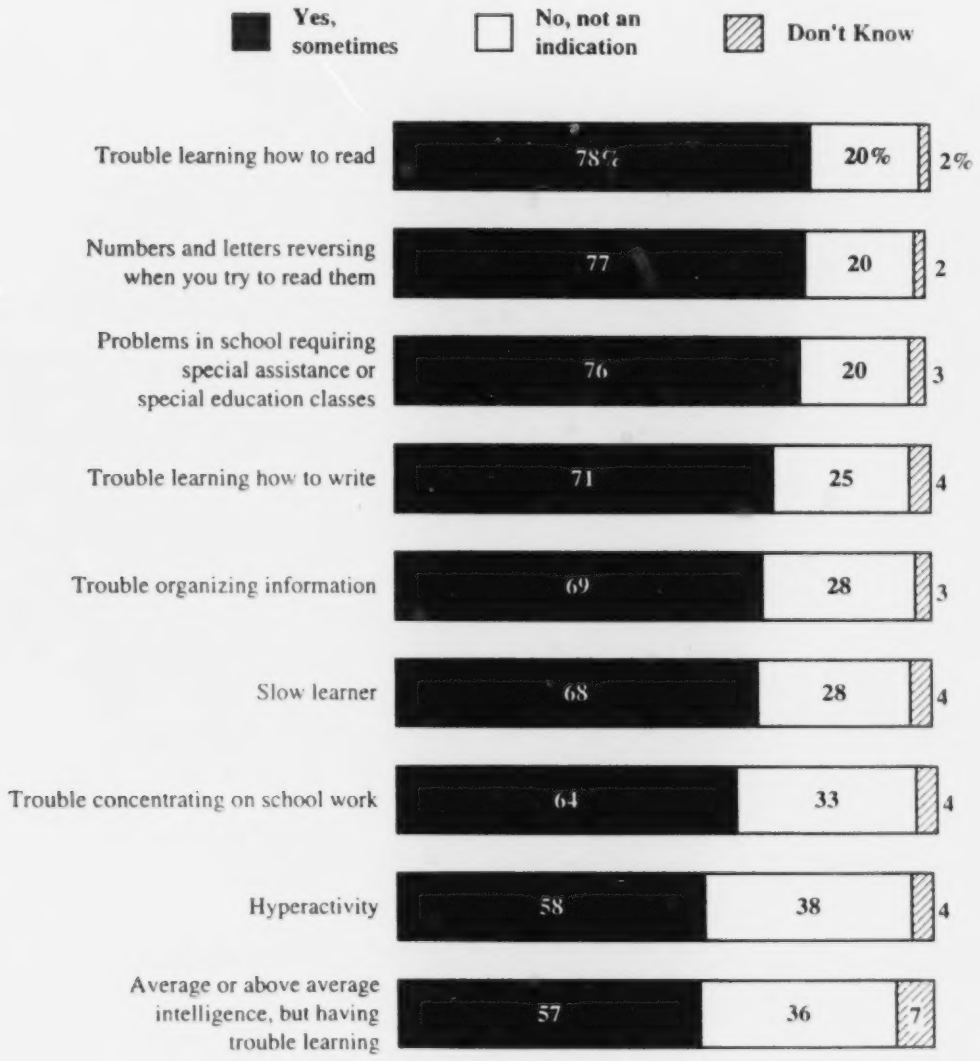
Further evidence of confusion arises when Americans are asked to distinguish among nine possible symptoms of learning disabilities.

- Majorities of Americans are willing to accept all nine symptoms as indicators of learning disabilities — yes responses range from a low of 57% (average or above average intelligence, but having trouble learning) to a high of 78% (trouble learning how to read).

- Top symptoms believed to be indicators of learning disabilities include trouble learning how to read, numbers and letters reversing when you try to read them, and problems in school requiring special assistance or special education classes, at 78%, 77% and 76% percent respectively.

- Sixty-eight percent believe that being a slow learner is an indicator of learning disabilities.

Are Each of the Following Sometimes An Indication of Learning Disabilities, Or Not? [Q.11]



How do the most informed and involved groups — teachers, and Americans reporting direct experience with learning disabilities — differ from Americans overall with regards to these symptoms?

- Overall, teachers are more likely than the American public to perceive that all nine are symptoms of learning disabilities — acceptance among teachers ranges from a low of 70% (slow learner) to a high of 91% (trouble learning how to read).

- Seven in ten teachers (70%) agree with the American public that being a slow learner is sometimes an indicator of learning disabilities, although this is the least likely indicator from the teachers' perspective.

- At the top of all three lists is trouble learning how to read, which 8 in 10 Americans, 9 in 10 teachers and almost 9 in 10 with direct learning disability experience believe is sometimes an indicator.

- Nearly equal numbers of Americans (8 in 10), teachers (9 in 10) and those with direct learning disability experience (8 in 10) also believe dyslexia and school problems requiring special assistance or special education classes are sometimes indicators.

- The American public is least likely to perceive average or above average intelligence to be an indicator of learning disabilities. Yet even this garners a majority of belief among Americans and those with learning disability experience (6 in 10 each) and among teachers (8 in 10).

Are Each of the Following Sometimes An Indication of Learning Disabilities, Or Not? [Q.11]

(Yes Responses)

	Total	Teachers	Total exper. w/LDs
	%	%	%
Trouble learning how to read	78	91	85
Numbers and letters reversing when you try to read them	77	89	79
Problems in school requiring special assistance or special education classes	76	86	84
Trouble learning how to write	71	78	78
Trouble organizing information	69	84	79
Slow learner	68	70	76
Trouble concentrating on school work	64	79	73
Hyperactivity	58	79	61
Average or above average intelligence, but having trouble learning	57	78	62

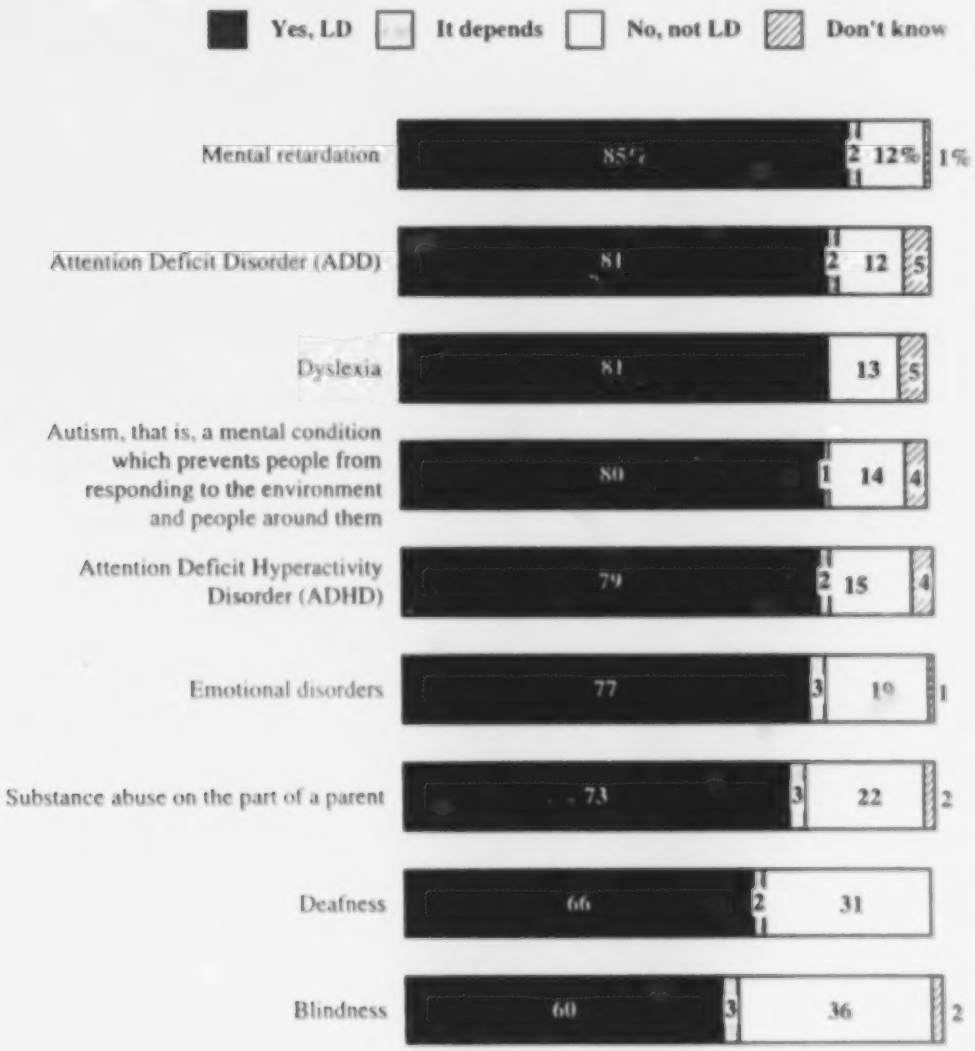
The American public's true ignorance of learning disabilities becomes abundantly clear when we ask whether nine conditions are associated with learning disabilities — majorities believe that all nine are, and ranges from a low of 60% (blindness) to a high of 85% (mental retardation).

- That mental retardation would be perceived to be associated with learning disabilities is bad enough — that it ranks at the top of the American public's list is further evidence of misunderstanding.

- Additional cause for alarm arises by the nearly equal responses given to Attention Deficit Disorder (ADD), dyslexia, autism and Attention Deficit Hyperactivity Disorder (ADHD), all of which are believed to be associated with learning disabilities by about 8 in 10 Americans.

- The extent of confusion and ignorance that exists also is witnessed by the 66% of Americans who said deafness, and the 60% who said blindness, was associated with learning disabilities.

Are Each of the Following Conditions Associated With Learning Disabilities, Or Not? [Q.12]



- Sadly, these same misconceptions are held by teachers and those who report direct experience with learning disabilities — groups which should know better.

In short, the research documents an overwhelming need for widespread — and targeted — education in this area.

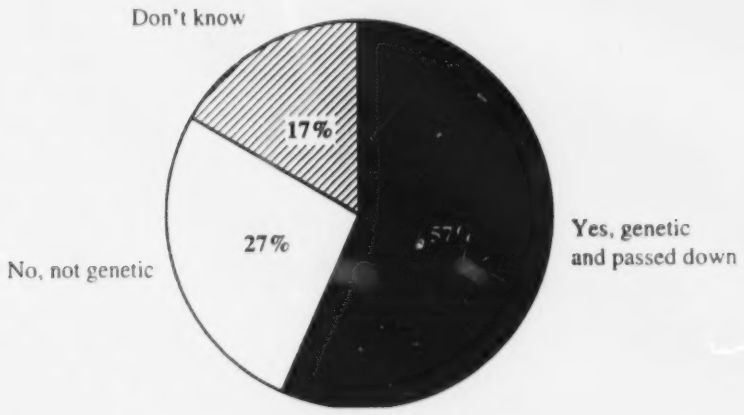
Are Each of the Following Conditions Associated With Learning Disabilities, Or Not? [Q.12]

(Yes Responses)

	Total %	Teachers %	Total exper. w/LDs %
Mental retardation	85	79	83
Attention Deficit Disorder (ADD)	81	87	83
Dyslexia	81	90	82
Autism, that is, a mental condition which prevents people from responding to the environment and people around them	80	86	79
Attention Deficit Hyperactivity Disorder (ADHD)	79	91	85
Emotional disorders	77	86	77
Substance abuse on the part of a parent	73	80	72
Deafness	66	64	61
Blindness	60	61	59

- As far as the nature of learning disabilities is concerned, a slim majority (56%) believe that learning disabilities are genetic, while 3 in 10 say they are not genetic and 2 in 10 don't know.

As Far As You Know, Are Learning Disabilities Genetic, That is, Can They Be Passed Down From Generation to Generation? [Q.17]



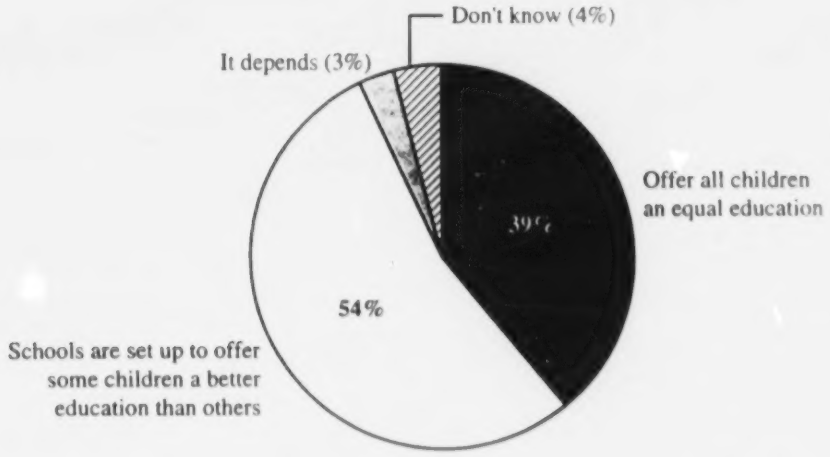
SCHOOLS AND TEACHING

How does the American public perceive our school system and the quality of education it offers?

- Generally, there is a propensity to believe inequality is built into our schools — a majority of Americans expect inequities to exist in our educational system.

- Specifically, fifty-four percent of Americans believe that schools are set up to offer some children a better education than others, while 39% disagree.

Do Public Schools Offer All Children an Equal Education or Are Schools Set Up to Offer Some Children a Better Education Than Others? [Q.2]


Don't know (4%)
It depends (3%)
Offer all children an equal education
39%
54%
Schools are set up to offer some children a better education than others

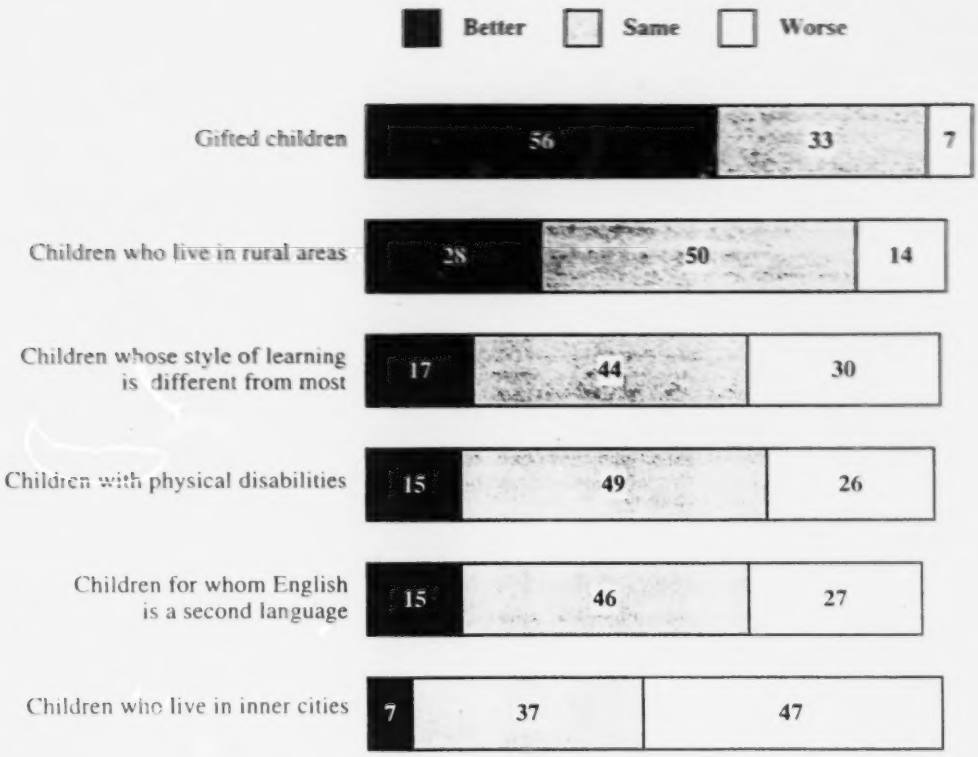
- For the most part, sixty-one percent of the American public believes that children with different learning styles receive the same (44%) or better (17%) education than other children. About one in three believe that they receive a worse education.

- For perspective, it's interesting to note that children with different learning styles are believed to be treated about the same as those with physical disabilities (49% same, 15% better) and those for whom English is a second language (46% same, 15% better). In each case, however, for every person that says these groups receive better treatment, about two say worse.

- Gifted children (56% better, 33% same) are perceived to receive the best education , followed by children from rural areas (28% better, 50% same).

- And where does the greatest inequity rest? The American public points most often to the inequities present in our inner city schools: 47% say that children who live in inner cities receive a worse education than most children.

How Would You Compare the Quality of Education For Each Group Compared to Most Children? [Q.3]



- Those who are most intimately involved with learning disabled children, their parents and teachers, are slightly more likely to perceive that children with different learning styles are treated worse.

- However, majorities of both groups believe that these children are treated at least as well as most other children.

How Would You Compare the Quality of Education For Children Whose Style of Learning Is Different From Most? [Q.3]

	Total	Child has LD	Teachers
	%	%	%
Better	17	16	18
Same	44	41	34
Worse	30	40	35
Don't know	10	4	13

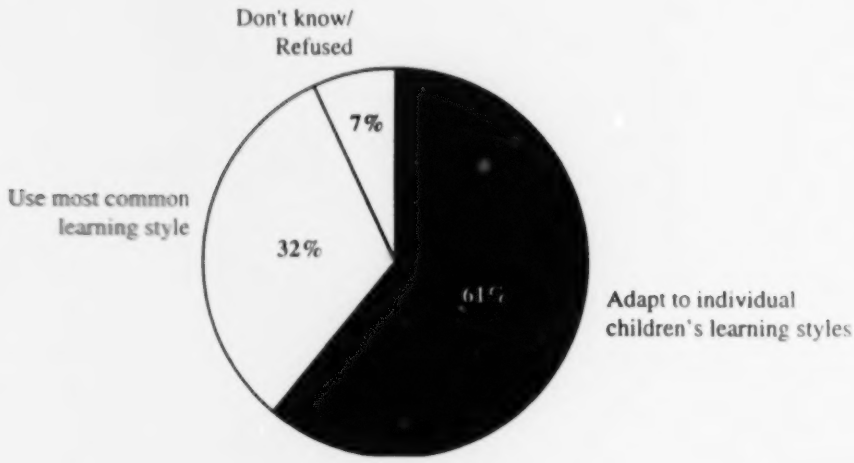
The American Public and teachers agree teaching to individuals is preferred to teaching to the most common learning style

- When asked to weigh the need for more adaptive teaching versus teaching to the most common learning style, strong support (61%) exists in the American public for teachers to adapt their teaching style for every child to reach their full potential — half as many (32%) disagree, saying that teachers should teach to the most common learning style.

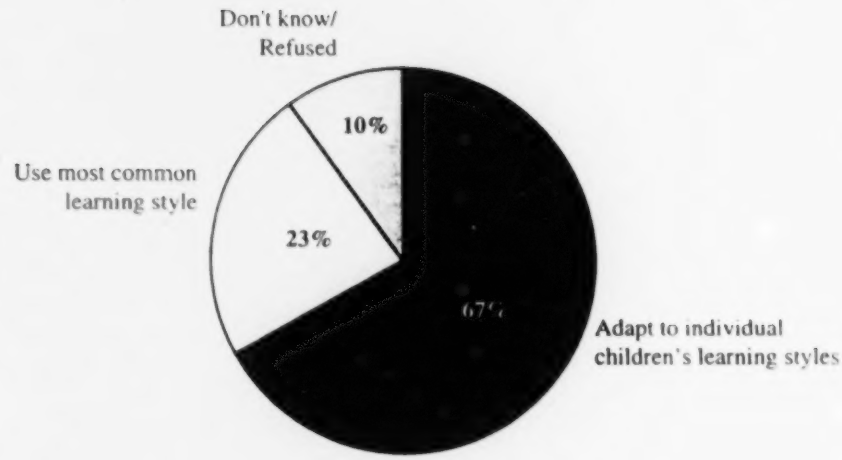
- Teachers (67%) are even more likely to endorse teaching to individual learning styles, while about 2 in 10 want to stick to teaching to the most common learning style.

Do Teachers Need to Adapt Their Teaching For Every Child to Reach Their Full Potential, Or Should They Teach to the Most Common Learning Style? [Q.19]

Total



Teachers



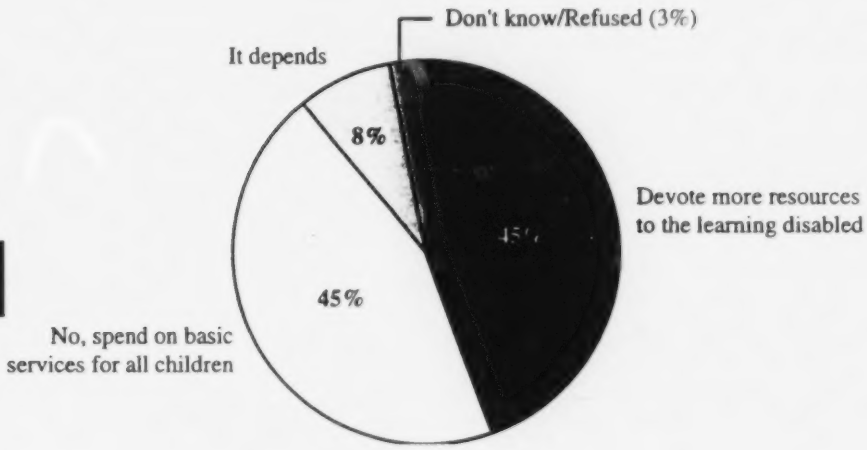
The American public is uncertain about how to right a perceived wrong, and is divided when the proposed solution involves a funding decision.

- When discussion turns from teaching styles to dollars and cents, Americans are divided right down the middle about whether more resources should be devoted to the learning disabled (45%), or instead to basic services for all children (45%).

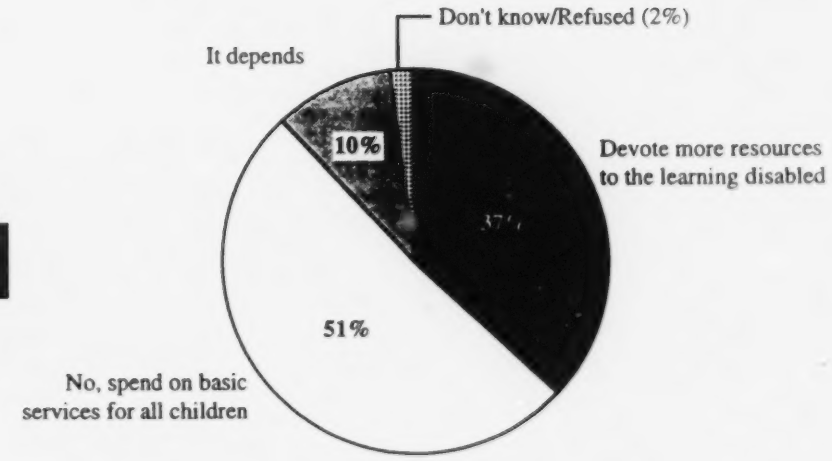
- When we ask teachers this question, the scale tips in favor of basic services (51%) over more resources to the learning disabled (37%). In the face of a zero-sum game, teachers opt for basic services for all children.

Should More Resources Be Devoted to the Learning Disabled, Or Should Available Resources Be Spent on Basic Services For All Children? [Q.21]

Total



Teachers

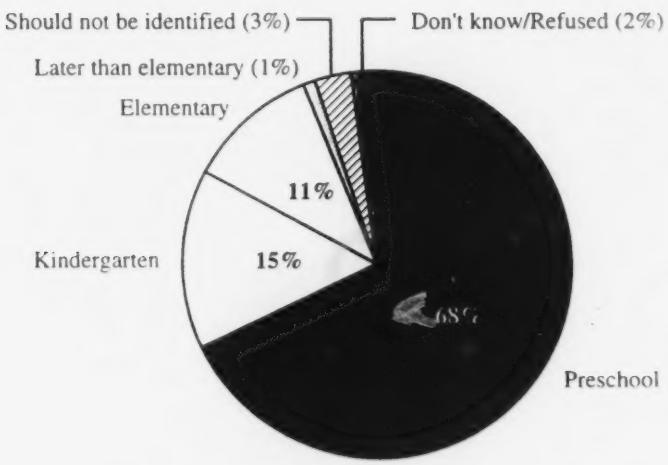


BEST COPY AVAILABLE

- If Americans are divided about how to allocate their school's budgetary priorities, they are not when it comes to identifying learning disabilities, possibly realizing that an ounce of prevention, or in this case identification, is worth a pound of cure.

- As far as diagnosis is concerned, for the American public earlier is not better, it's best. Americans favor the earliest identification possible, in preschool (68%).

When Should Children With Learning Disabilities Be Identified and Their Needs Addressed? [Q.20]



INFORMATION SOURCES

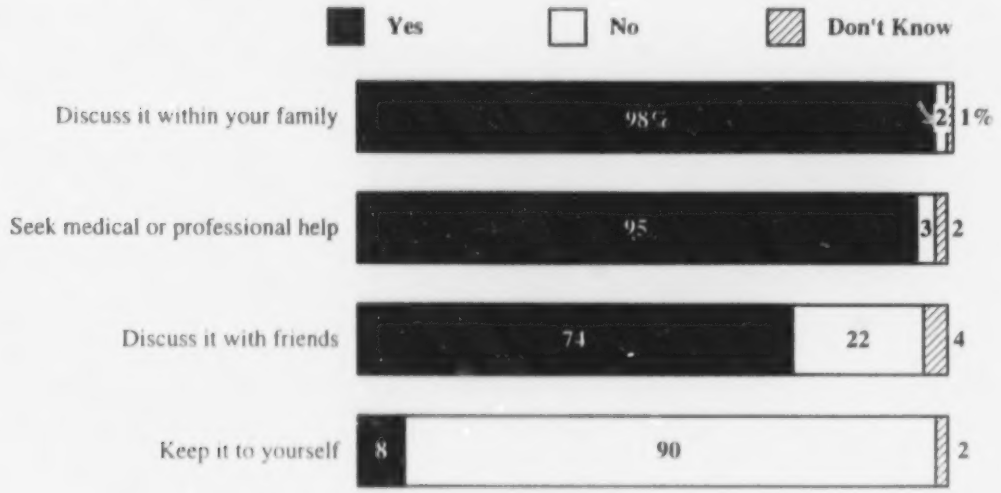
Where would Americans turn if they were told that a child of theirs had learning disabilities? As one might expect, such a diagnosis is instinctively a family concern; 98% of the American public would discuss it within their own family.

- However, after the obligatory family discussion, nearly equal numbers of Americans believe some action must be taken, and 95% say they would seek medical or professional help.

- A somewhat lower number of Americans (74%) would discuss this with their friends.

- Few Americans (8%) say they would actually keep such a diagnosis to themselves.

What Would You Do If A Child of Yours Had Learning Disabilities? [Q.14]



Interestingly, learning disabilities is an area where men and women do not disagree.

- As they consider what they would do if their child had learning disabilities, equal numbers of men and women say they would discuss it within their family (98% each), seek medical or professional help (95% each) and discuss it with their friends (73% of men, 75% of women).

- However, twice as many men (11%) as women (5%) would keep this diagnosis to themselves, possibly reflecting the greater propensity within men to keep things to themselves generally.

What Would You Do If A Child of Yours Had Learning Disabilities? [Q.14]

		Gender	
	Total	Male	Female
	%	%	%
Discuss it w/in family	98	98	98
Seek medical . . .	95	95	95
Discuss it w/friends	74	73	75
Keep it to yourself	8	11	5

Moving below the level of general reaction, after their immediate response and discussion has taken place, where do Americans think they will turn specifically?

- The American public perceives learning disabilities as more of a school concern than a medical concern.

- On an unaided basis, the American public will turn in largest numbers — about half — to the schools, which tops their unaided list of places to turn to for information about learning disabilities. However, this figure increases to 6 in 10 Americans when we combine the responses for school counselor (6%) and teachers (5%) with school (49%).

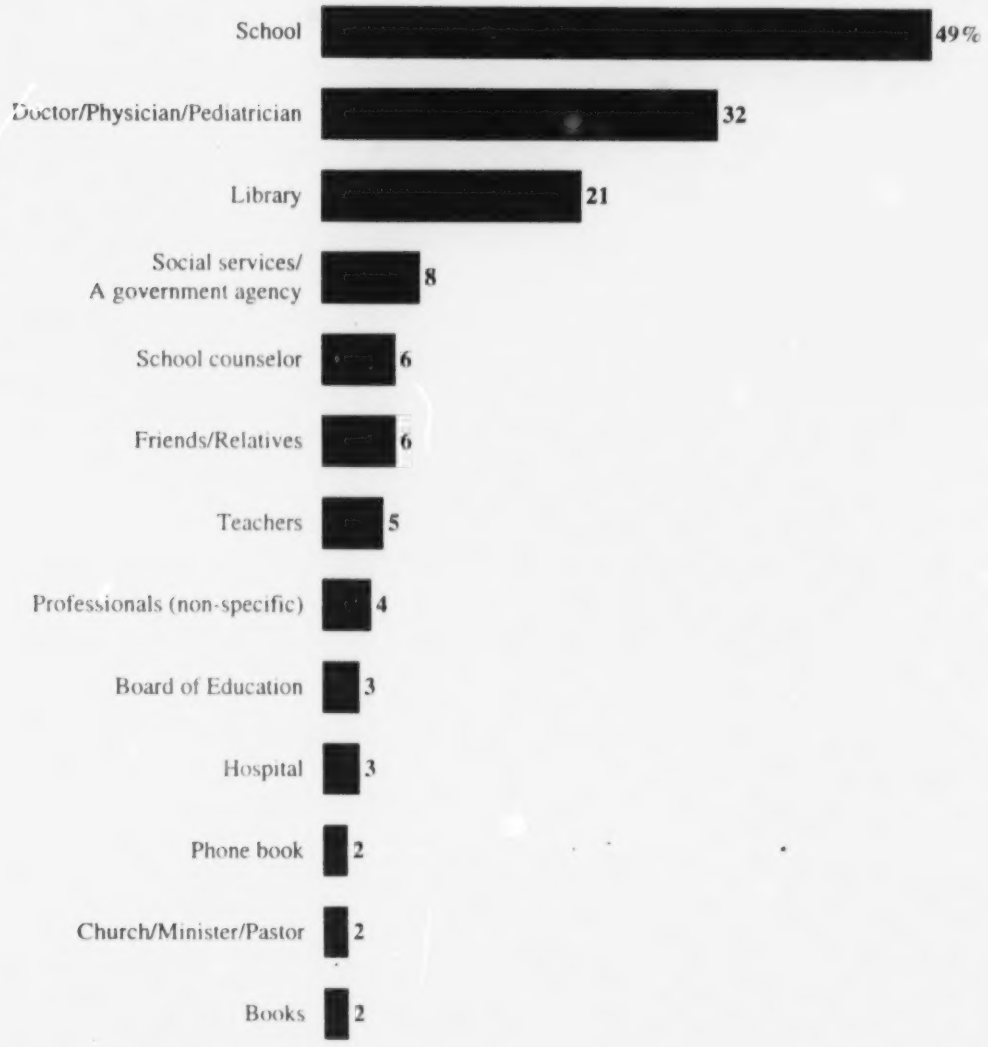
- Using this figure, about twice as many Americans (6 in 10) will turn to their school as will turn to a doctor or pediatrician (3 in 10).

- About 1 in 5 Americans will go to their library for information about learning disabilities, and about 1 in 10 to social services or a government agency.

- Three percent or less would turn to their local board of education or hospital (3% each) or to their phone book, their church, minister, or pastor, or to books generally (2% each).

Where Do You Think You Would Turn to Find Information About Learning Disabilities? [Q.15]

(Volunteered)



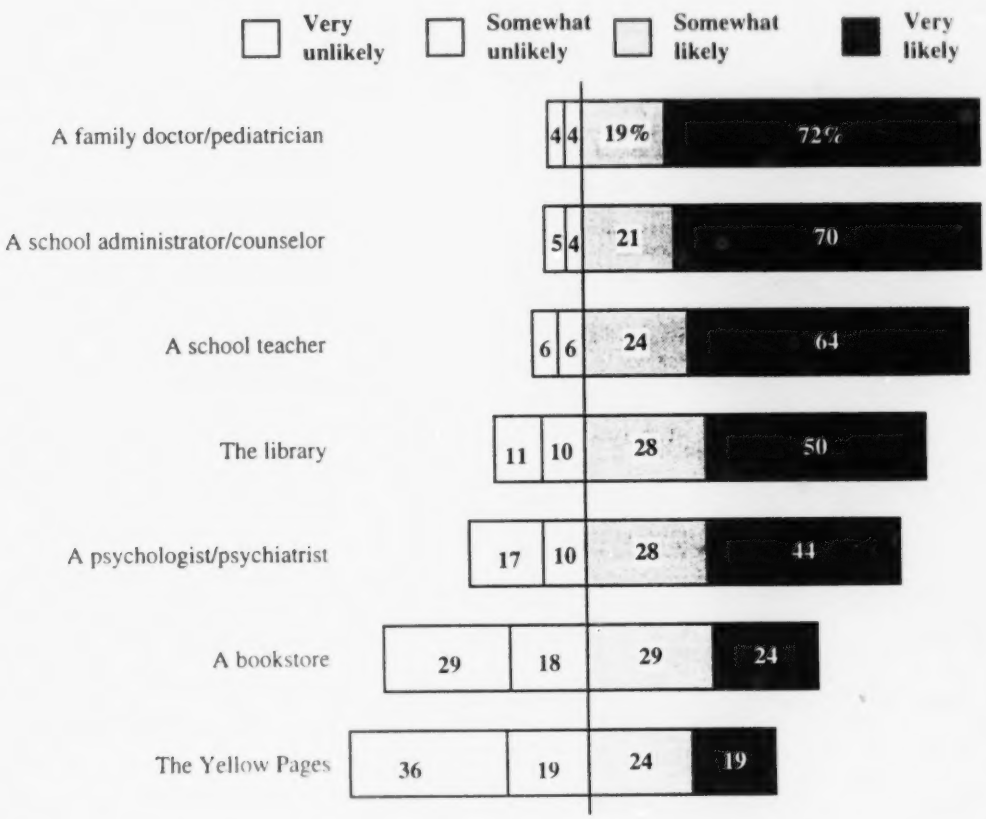
When asked where they would look for information on an aided basis (when offered a list of possible information sources), some Americans appear to rethink their top-of-mind (unaided) response resulting in the equivocation of doctors, school counselors or administrators, and teachers.

- While we found a 2 to 1 inclination towards schools over doctors top-of-mind, we now find family doctors and pediatricians (72% very likely) are equally likely to be turned to for information as school counselors or administrators (70% very likely), when Americans are presented with the choices. A somewhat smaller 64% of Americans would be very likely to look for information directly from school teachers.

- Fifty percent of Americans say they would be very likely to go to the library for information about learning disabilities, while one in four (24%) would be very likely to go to a bookstore and about 1 in 5 say they would be very likely to look in the Yellow Pages.

- Possibly reflecting the alarming number of Americans who incorrectly associate learning disabilities with mental retardation, autism and other emotional disorders, four in ten Americans (44%) also would be very likely to look for information about learning disabilities from a psychologist or psychiatrist.

How Likely Would You Be to Look For Information About Learning Disabilities In Each of the Following Places? [Q16]



MESSAGES

The most basic message in use today is the name learning disabilities itself. For comparison, two additional names — learning differences, and learning difficulties — were tested to gauge the relative impact of all three names on the level of concern they generate. It should be noted, however, that no definition of learning disabilities had been given respondents at this point in the interview.

- Majorities of Americans would react with great concern if a child or grandchild of theirs were found to have any of these three problems. Further, nearly all Americans would react with at least some concern to all three names tested.

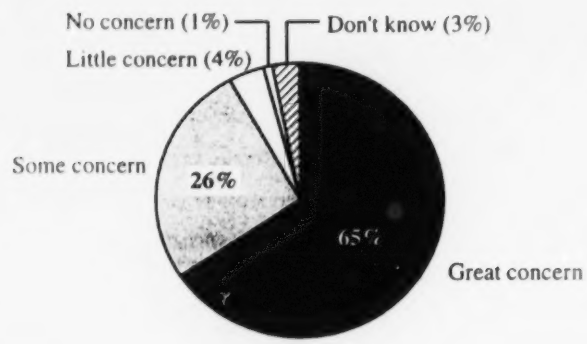
- Specifically, ninety-one percent of Americans would react with some (26%) or great (65%) concern if a child or grandchild of theirs were found to have learning differences.

- A slightly higher nearly universal ninety-seven percent of Americans would react with some (19%) or great (78%) concern if a child or grandchild of theirs were found to have learning difficulties.

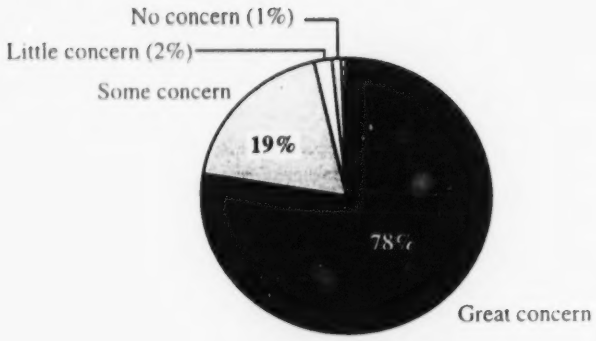
- Finally, learning disabilities appear to be synonymous to learning difficulties as far as the level of overall concern each generates — ninety-seven percent of Americans would also react with some (15%) or great (82%) concern if a child or grandchild of theirs were found to have learning disabilities.

How Would You React If a Child or Grandchild of Yours Were Found to Have the Following? [Q.4]

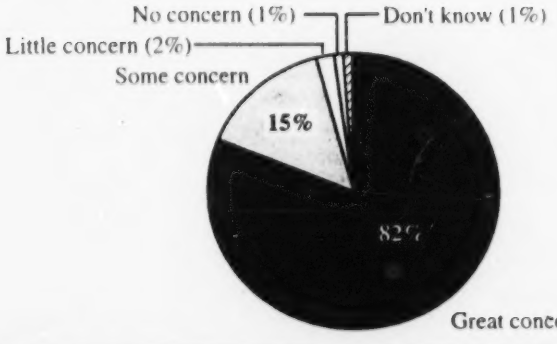
Learning differences



Learning difficulties



Learning disabilities



- Americans least successful at school are the most concerned by the prospect of a child or grandchild of theirs being diagnosed with learning disabilities, possibly reflecting their own experiences in school and subsequent to it.

- Interestingly, or curiously, depending on your perspective, Americans who report having direct experience with learning disabilities would have only marginally greater concern (86%) than the average American (82%) would by the prospect of a child or grandchild of theirs receiving such a diagnosis.

How Would You React If a Child or Grandchild of Yours Were Found to Have Learning Disabilities? [Q.4]

		Education				Total exper. w/LD
	Total	Non-High School Grad	High Schl. Grad	Some College	College Grad or More	
	%	%	%	%	%	%
Great concern	82	87	85	81	76	86
Some concern	15	8	13	16	23	13
Little concern	2	2	1	2	1	1
No concern	1	3	1	—	1	1

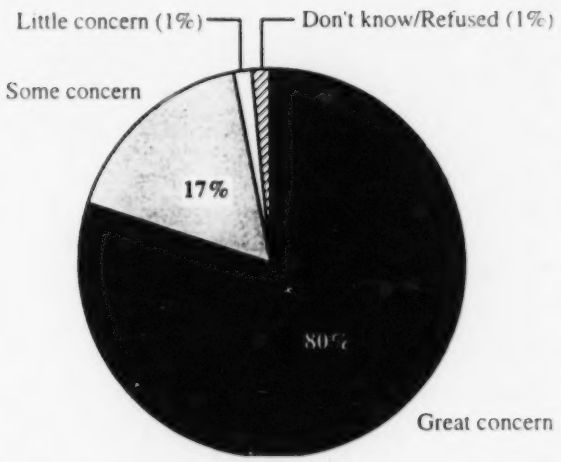
Midway through the survey, respondents were told precisely what learning disabilities are and what they are not. The following statement was read to respondents:

"The term 'learning disability' means a disorder in one or more of the basic processes involved in understanding spoken or written language. It may show up as a problem in listening, thinking, speaking, reading, writing or spelling or in a person's ability to do math, despite at least average intelligence. The term does not include children who have learning problems which are primarily the result of visual, hearing or physical handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage."

Having thus been explained as clearly as possible what learning disabilities are, the American public's level of concern does not change from the concern reported prior to hearing this definition.

- Ninety-seven percent of Americans say that they would react with some (17%) or great (80%) concern if a child or grandchild of theirs were found to have learning disabilities after hearing this statement, unchanged from their earlier response in which 97% said they would react with some (15%) or great (82%) concern without heard this statement.

With This in Mind, How Would You React If a Child or Grandchild of Yours Were Found to Have Learning Disabilities? [Q.13]



BEST COPY AVAILABLE

- Concern about learning disabilities remains greatest among the less educated and among those with direct experience with learning disabilities.

- As before, concern about learning disabilities decreases as education increases, from 83% of non-high school grads to 74% of Americans who have completed college or more.

With This in Mind, How Would You React If a Child or Grandchild of Yours Were Found to Have Learning Disabilities? [Q.13]

		Education				Total exper. w/LD
	Total	Non-High School Grad	High Schl. Grad	Some College	College Grad or More	
	%	%	%	%	%	%
Great concern	80	83	84	78	74	85
Some concern	17	12	14	21	24	14
Little concern	1	2	1	1	2	1
No concern	—	1	*	—	*	—

The survey also tested the public's agreement with a variety of statements regarding what learning disabilities are and how they should be treated in schools and in society.

- The American public overwhelmingly perceives that learning disabled children are being put down by teachers and fellow students at school and, worse, are dropping out of school if their special needs are not recognized or met.

- Eighty-six percent of Americans somewhat (20%) or strongly (66%) agree that if their special needs are not recognized and addressed, children with learning disabilities are more likely than most to drop out of school, while 85% somewhat (34%) or strongly (51%) agree they are often put down by teachers and fellow students at school.

- Teachers' time and training are both concerns for the majorities of the American public as they consider learning disabled children: eighty-one percent of Americans somewhat (32%) or strongly (49%) agree that most teachers don't have the training to teach learning disabled children, while 68% somewhat (31%) or strongly (37%) agree that teachers lack the time or resources to do so.

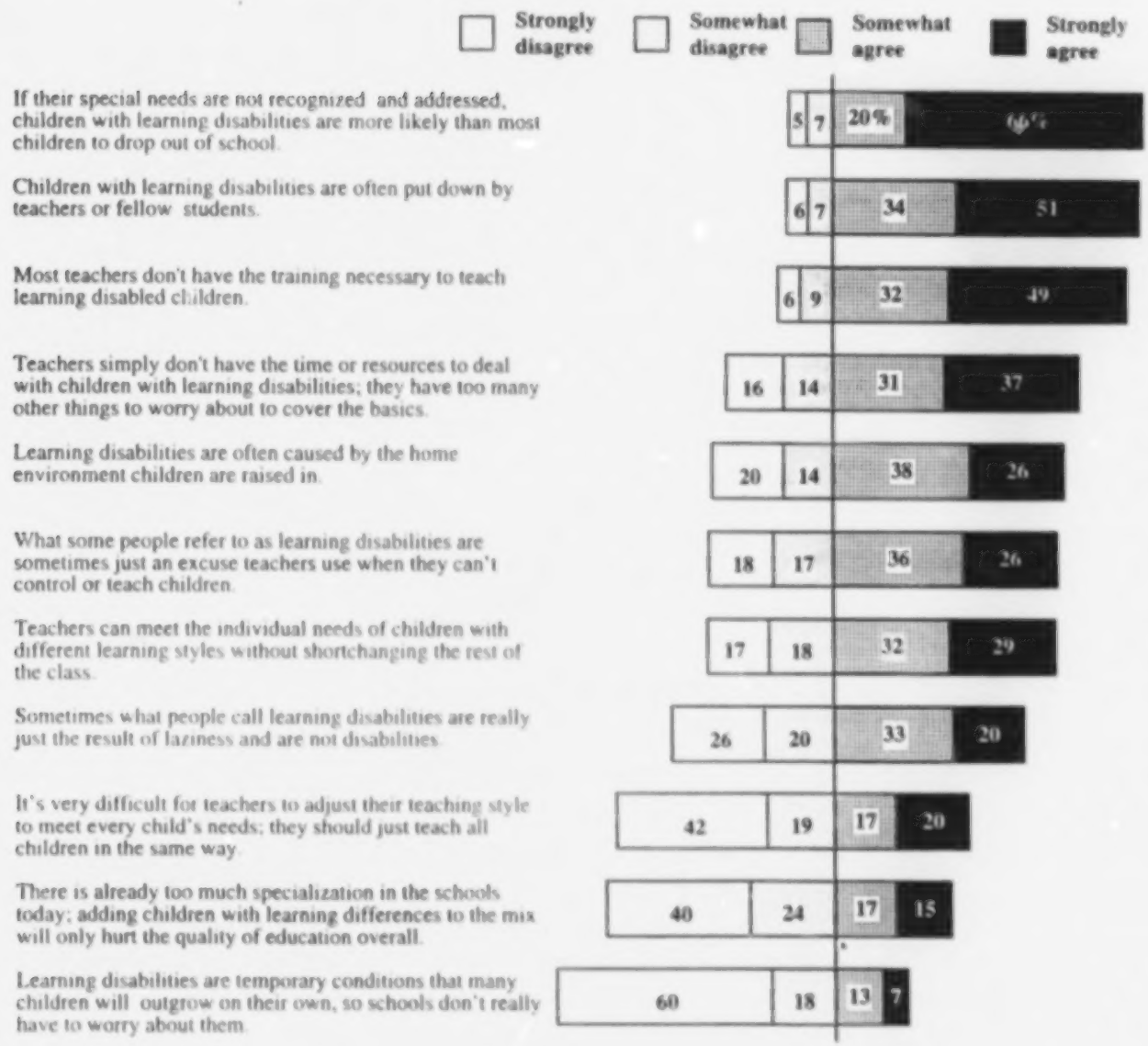
- Contrast this concern for teachers' time and training with the slightly lower 61% of Americans who somewhat (32%) or strongly (29%) agree that teachers can meet the needs of children with different learning styles without shortchanging the rest of the class. Further, a 61% majority of Americans somewhat (19%) or strongly (42%) disagree that it's difficult for teachers to adjust their teaching styles to meet every child's needs, and another 64% somewhat (24%) or strongly (40%) disagree that there is too much specialization in schools and that adding learning disabled children to the mix would hurt the overall quality of education.

- However, sizable majorities of the American public are skeptical of learning disabilities in general. Sixty-four percent of Americans somewhat (38%) or strongly (26%) agree that learning disabilities are caused by the home environment, while 62% somewhat (36%) or strongly (26%) agree that what some people refer to as learning disabilities are sometimes just an excuse teachers use when they can't control or teach children.

- Another 53% of Americans somewhat (33%) or strongly (20%) agree that sometimes what people refer to as learning disabilities are really just the result of laziness and are not disabilities.

- Significantly, seventy-eight percent of Americans appear to understand the permanent challenge learning disabilities present children, as they somewhat (18%) or strongly (60%) disagree that learning disabilities are temporary conditions that many children will outgrow on their own, thereby allowing schools not to worry about them.

What Is Your Level of Agreement or Disagreement With the Following Statements About Learning Disabilities? [Q18]


Strongly disagree
Somewhat disagree
Somewhat agree
Strongly agree
If their special needs are not recognized and addressed, children with learning disabilities are more likely than most children to drop out of school.
5
7
20%
Children with learning disabilities are often put down by teachers or fellow students.
6
7
34
51
Most teachers don't have the training necessary to teach learning disabled children.
6
9
32
49
Teachers simply don't have the time or resources to deal with children with learning disabilities; they have too many other things to worry about to cover the basics.
16
14
31
37
Learning disabilities are often caused by the home environment children are raised in.
20
14
38
26
What some people refer to as learning disabilities are sometimes just an excuse teachers use when they can't control or teach children.
18
17
36
26
Teachers can meet the individual needs of children with different learning styles without shortchanging the rest of the class.
17
18
32
29
Sometimes what people call learning disabilities are really just the result of laziness and are not disabilities.
26
20
33
20
It's very difficult for teachers to adjust their teaching style to meet every child's needs; they should just teach all children in the same way.
42
19
17
20
There is already too much specialization in the schools today; adding children with learning differences to the mix will only hurt the quality of education overall.
40
24
17
15
Learning disabilities are temporary conditions that many children will outgrow on their own, so schools don't really have to worry about them.
60
18
13
7

Children are not the only ones struggling with the impact learning disabilities present, and majorities of Americans agree that adults who have learning disabilities suffer injustices as well. However, in a telling contradiction, Americans agree on the one hand that adults who have learning disabilities can perform their jobs equally well as others, but in the next breath say they aren't safe to be around in the workplace.

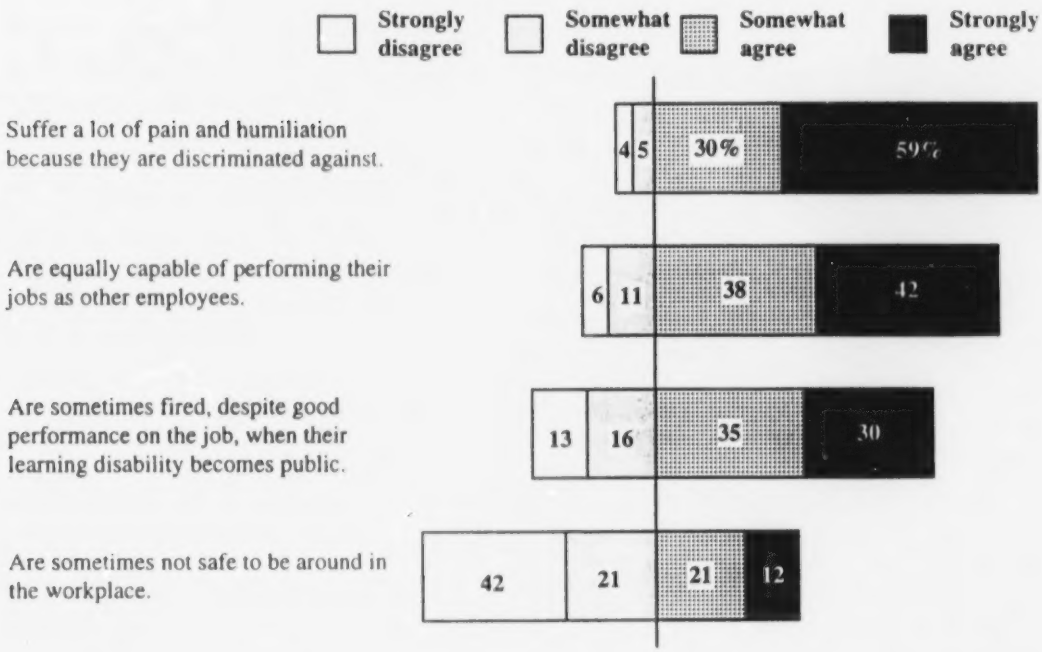
- An overwhelming 89% of Americans agree somewhat (30%) or strongly (59%) that adults who have learning disabilities suffer a lot of pain and humiliation because they are discriminated against.

- Eight in ten Americans agree somewhat (38%) or strongly (42%) that adults who have learning disabilities are equally capable of performing their jobs as other employees.

- Further, six in ten Americans agree somewhat (35%) or strongly (30%) that adults who have learning disabilities are sometimes fired when their learning disability becomes public.

- However, misconceptions and misunderstandings remain, as 63% of Americans agree somewhat (35%) or strongly (30%) that adults who have learning disabilities are sometimes not safe to be around in the workplace.

Level of Agreement or Disagreement With Statements About Adults Who Have Learning Disabilities [Q.23]



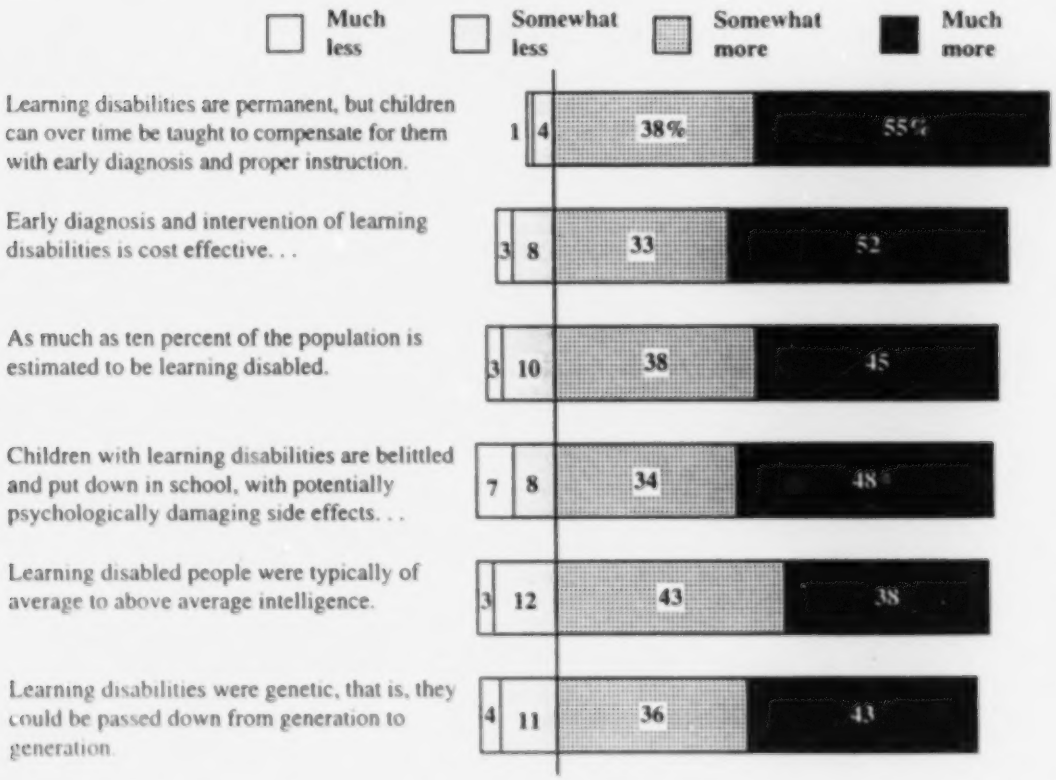
The American public is very open to a variety of messages about learning disabilities, all of which would make overwhelming majorities of Americans **more** supportive of spending additional resources to help teach children with learning disabilities — of six such statements tested, support generated for more funding ranges from a low of 79% to a high of 93%.

- When presented with the message that learning disabilities are permanent, but that children can be taught over time to compensate for them with early diagnosis and proper instruction, more than 9 in 10 Americans say they would be somewhat (38%) or much (55%) more supportive of increasing spending to help teach children with learning disabilities.

- Similar support for increased funding is also generated by messages that tie diagnosis and intervention to cost effectiveness (33% somewhat more, 52% much more supportive); that highlight that 10% of the population is estimated to be learning disabled (38% somewhat more, 45% much more supportive); and that mention the potentially psychologically damaging side effects children with learning disabilities may experience from being put down and belittled in school (34% somewhat more, 48% much more supportive).

- That learning disabled children are typically of average to above average intelligence also generates significant support, as 81% of Americans say they would be somewhat (43%) or much (38%) more supportive of greater funding for teaching if this were so, while another 79% would be somewhat (36%) or much (43%) more supportive when told that learning disabilities are genetic.

Considering Each of the Following Statements, How Much More or Less Supportive Would You Be of Schools Spending Additional Resources to Help Teach Children With Learning Disabilities? [Q.22]



APPENDIX

METHODOLOGY

This report is based on telephone interviews with a nationwide cross-section of 1,200 adults ages 18 and older. Respondents were located utilizing a Random Digit Dialing sample, with the interviewing conducted between January 3 and January 22, 1995. The findings in this report are projectable to the universe of adults ages 18 and older within a margin of sampling error of +/-2.8 percentage points. Margin of sampling error is larger on sub-groups. A minimum amount of weighting was applied to bring the sample in line with current census data for household income and education level.

POSTED
QUESTIONNAIRE

ROPER STARCH WORLDWIDE
205 East 42nd Street
New York, NY 10017

Study # 544-127
January 1995

LEARNING DISABILITY STUDY
(Posted Questionnaire)

Name:_____ Tel.: ( )_____

Address:_____

City:_____ State:_____ Zip:_____

Interviewer:_____ Date:_____

ASK TO SPEAK WITH THE MALE/FEMALE HEAD OF HOUSEHOLD WHO IS 18 YEARS OF AGE OR OLDER.

Hello, my name is _____ and I'm calling from Roper Starch Worldwide, the national opinion research firm located in New York. We are conducting a study about issues affecting children and their schools, and would like to include your opinion. Please be assured that this is in no way a sales call, and any answers you give will be kept strictly confidential.

1. To begin, how would you rate the educational system in America today? Would you say that America's education system is doing an excellent, good, fair or poor job of educating children?

Excellent	5%
Good	27
Fair	46
Poor	21
DK/refused	1

2. Generally speaking, do you feel the public schools in this country offer all children an equal education or do you feel that the schools are set up to offer some children a better education than others?

Offer all children an equal education	39%
Schools are set up to offer some children a better education than others	54
It depends (VOL.)	3
Don't know	4

3. Specifically, do you feel that (READ LIST) receive a better education than most children, about the same education as most, or a worse education than most children?

(ROTATE)	Better	Same	Worse	DK
a. Children who live in inner cities	7%	37%	47%	10%
b. Children with physical disabilities	15	49	26	10
c. Gifted children	56	33	7	4
d. Children whose style of learning is different from most	17	44	30	10
e. Children who live in rural areas	28	50	14	8
f. Children for whom English is a second language	15	46	27	12

4. Now, what if a child or grandchild of yours were found to have (READ ITEM), how would you react? Would you say that you would react with great concern, some concern, little concern or no concern?

(ROTATE)	Great Concern	Some Concern	Little Concern	No Concern	Don't Know
a Learning difficulties	78%	19%	2%	1%	--%
b Learning differences	65	26	4	1	3
c Learning disabilities	82	15	2	1	1

5. Have you or has anyone in your family experienced any of the following? If so, who? **(MULTIPLE RECORD)**

(ROTATE)		Yes, Respondent	Yes, Someone else in Family	No	DK
a	Hyperactivity	8%	20%	71%	1%
b	Numbers and letters reversing when you try to read them	6	10	82	2
c	Trouble learning how to read	8	15	77	--
d	Trouble learning how to write	4	9	87	--
e	Average or above average intelligence, but having trouble learning	10	18	70	2
f	Slow learner	9	18	73	--
g	Problems in school requiring special assistance or special education classes	7	19	73	--
h	Trouble organizing information	8	17	74	1
i	Trouble concentrating on school work	16	27	57	--

For the rest of our discussion, I'd like to focus specifically on learning disabilities.

6. What exactly do you think of when you hear the term learning disabilities? **PROBE:** Anything else? **IF DYSLEXIA MENTIONED:** Anything else? **(RECORD BELOW)**

_____

_____

_____

Nothing/Don't know.....X

7. Do you or does anyone close to you have learning disabilities? Who is that?

Yes, respondent.....7% **(ASK Q.8)**
Yes, child.....9
Yes, someone else close (SPECIFY):... 13

_____

No, no one.....71 **(GO TO Q.11)**
DK/Refused.....1

(ASK Q8 FOR EACH PERSON MENTIONED WITH LEARNING DISABILITIES)

8. And when was it determined that you/they had learning disabilities? Was that before elementary school, in elementary school, in middle school/junior high, in high school or was it later than that?

	Self	Child	Someone Close
Before elementary school	25%	26%	37%
Elementary school	46	56	39
Middle school/junior high	8	5	14
High school	6	3	2
Later than high school	12	0	3
DK/refused	2	1	4

(ASK ONLY THOSE WHO RESPONDED IN Q.7 THAT YES, THEY THEMSELVES HAVE A LEARNING DISABILITY)

9. And how would you characterize your school experience? Would you say you were treated equally to the other children at school, or were you treated somehow as less than equal to other children?

Treated equally	55%
Treated as less than equal	44
DK/Refused	1

9a. And, thinking of your needs at that time, would you say your education was excellent, good, fair or poor?

Excellent	16%
Good	29
Fair	27
Poor	28
DK/Refused	0

(ASK Q10 & Q10a IF RESPONDED IN Q.7 THAT A CHILD OF THEIRS HAS LEARNING DISABILITIES: OTHERS, SKIP TO Q.11.)

10. And how would you characterize your child's school experience? Would you say your child was/is treated equally to the other children at school, or was/is your child treated somehow as less than equal to other children?

Treated equally	54%
Treated as less than equal	38
DK/Refused	8

10a. And, thinking of your child's needs, would you say your child's education was/is excellent, good, fair or poor?

Excellent	14%
Good	32
Fair	27
Poor	24
DK/Refused	4

(ASK EVERYONE)

11. As far as you know or have heard, please tell me whether you believe each of the following is sometimes an indication of learning disabilities, or not. First, **(READ ITEM)**

(ROTATE)		Yes, Sometimes	No, not an Indication	Don't Know
a	Hyperactivity	58%	38%	4%
b	Numbers and letters reversing when you try to read them	77	20	2
c	Trouble learning how to read	78	20	2
d	Trouble learning how to write	71	25	4
e	Average or above average intelligence, but having trouble learning	57	36	7
f	Slow learner	68	28	4
g	Problems in school requiring special assistance or special education classes	76	20	3
h	Trouble organizing information	69	28	3
i	Trouble concentrating on school work	64	33	4

12. Next, I am going to read a list of some conditions that may or may not be associated with learning disabilities. As far as you know or have heard, please tell me whether you think each one is or is not associated with learning disabilities (LDs). Let's start with **(READ ITEM)**

(ROTATE)		Yes, LD	No, Not LD	It Depends (VOL.)	Don't Know
a	Mental retardation	85%	12%	2%	1%
b	Attention Deficit Disorder (ADD)	81	12	2	5
c	Blindness	60	36	3	2
d	Attention Deficit Hyperactivity Disorder (ADHD)	79	15	2	4
e	Deafness	66	31	2	0
f	Dyslexia	81	13	0	5
g	Emotional disorders	77	19	3	1
h	Autism, that is, a mental condition which prevents people from responding to the environment and people around them	80	14	1	4
I	Substance abuse on the part of a parent	73	22	3	2

Up to this point we've been talking about learning disabilities without any clarification of what they really are. I'd now like to read you a brief statement that defines what learning disabilities are:

> "The term 'learning disability' means a disorder in one or more of the basic processes involved in understanding spoken or written language. It may show up as a problem in listening, thinking, speaking, reading, writing or spelling or in a person's ability to do math, despite at least average intelligence. The term does **not** include children who have learning problems which are primarily the result of visual, hearing or physical handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage."

13. With this in mind, how would you react if a child or grandchild of yours were found to have learning disabilities? Would you say that you would react with great concern, some concern, little concern or no concern?

Great concern	80%
Some concern	17
Little concern	1
No concern	--
DK/Refused	1

14. And what do you think you would do if you learned that a child of yours had learning disabilities? Would you ...**(READ LIST)**, or not?

(ROTATE)		Yes	No	Don't Know
a	Seek medical or professional help	95%	3%	2%
b	Discuss it within your family	98	2	1
c	Discuss it with friends	74	22	4
d	Keep it to yourself	8	90	2

15. And if you wanted today to get information about learning disabilities, where do you think you would turn to find information about them? **PROBE:** Anywhere else? **(RECORD BELOW)**

---

16. Here is a list of places other people have mentioned as possible sources of information about learning disabilities. For each, please tell me how likely you would be to look there for information about or assistance with learning disabilities. To begin, how about **(READ ITEM)**? Do you think you would be very likely, somewhat likely, somewhat unlikely or very unlikely to look for information about learning disabilities here?

(ROTATE)		Very Likely	Some-what Likely	Some-what Unlikely	Very Unlikely	DK
a	The Yellow Pages	19%	24%	19%	36%	1%
b	A psychologist/psychiatrist	44	28	10	17	1
c	The library	50	28	10	11	1
d	A family doctor/pediatrician	72	19	4	4	--
e	A bookstore	24	29	18	29	--
f	A school teacher	64	24	6	6	--
g	A school administrator/counselor	70	21	4	5	1

17. As far as you know, are learning disabilities genetic, that is, can they be passed down from generation to generation, or not?

Yes, genetic and passed down	57%
No, not genetic	27
Don't know	17

18. Now I'm going to read to you a list of statements that some people have made about children with learning disabilities. For each, tell me again whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree. First, (READ ITEM)

(ROTATE)		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know
a	Learning disabilities are often caused by the **home environment** children are raised in.	26%	38%	14%	20%	2%
b	Teachers simply don't have the time or resources to deal with **children with learning disabilities**; they have too many other things to worry about to cover the basics.	37	31	14	16	2
c	Teachers can meet the individual needs of children with **different learning styles** without shortchanging the rest of the class.	29	32	18	17	3
d	If their special needs are not recognized and addressed, children with learning disabilities are more likely than most children to **drop out** of school.	66	20	7	5	1
e	Sometimes what people call learning disabilities are really just the result of **laziness** and are not disabilities.	20	33	20	26	2
f	Most teachers don't have the **training** necessary to teach learning disabled children.	49	32	9	6	3
g	Learning disabilities are **temporary conditions** that many children will outgrow on their own, so schools don't really have to worry about them.	7	13	18	60	2
h	Children with learning disabilities are often put down by teachers or fellow students.	51	34	7	6	2

18 (CON'T)

(ROTATE)		Strongly Agree	Some-what Agree	Some-what Disagree	Strongly Disagree	Don't Know
i	It's very difficult for teachers to **adjust their teaching style** to meet every child's needs; they should just teach all children in the same way.	20%	17%	19%	42%	2%
j	What some people refer to as learning disabilities are sometimes just **an excuse** teachers use when they can't control or teach children.	26	36	17	18	4
k	There is already too much **specialization in the schools** today; adding children with learning differences to the mix will only hurt the quality of education overall.	15	17	24	40	4

19. Some people say that for every child to reach their full potential, teachers need to adapt their teaching to meet children's individual learning styles, while others say that teachers should teach to the most common learning style. What do you think? Do teachers need to adapt their teaching for every child to reach their full potential, or should they teach to the most common learning style?

Adapt to individual children's learning styles	61%
Use most common learning style	32
DK/Refused	7

20. In your opinion, should children with learning disabilities be identified and their needs addressed when they are in preschool, kindergarten, elementary school, later than that, or should they not be identified at all?

Preschool	68%
Kindergarten	15
Elementary	11
Later than elementary	1
Should not be identified	3
DK/Refused	2

21. Thinking finally about schools and money, some people say that we should devote more resources to helping learning disabled children, while others say that available resources should be spent on providing basic services for all children. What do you think?

Devote more resources to the learning disabled	45%
No, spend on basic services for all children	45
It depends (VOL.)	8
DK/Refused	3

22. Suppose that **(READ ITEM)**, would that make you much more, somewhat more, somewhat less or much less supportive of school's spending additional resources to help teach children with learning disabilities?

(ROTATE)		Much More	Some-what More	Some-what Less	Much Less	DK/ Refused
a	As much as ten percent of the population is estimated to be learning disabled.	45%	38%	10%	3%	4%
b	Learning disabled people were typically of average to above average intelligence.	38	43	12	3	4
c	Learning disabilities are permanent, but children can over time be taught to compensate for them with early diagnosis and proper instruction.	55	38	4	1	2
d	Children with learning disabilities are belittled and put down in school, with potentially psychologically damaging side effects, just because they learn differently.	48	34	8	7	3
e	Early diagnosis and intervention of learning disabilities is cost effective, yielding savings in social costs, human costs, and financial costs, when compared to the costs of doing nothing and wasting human potential.	52	33	8	3	4
f	Learning disabilities were genetic, that is, they could be passed down from generation to generation.	43	36	11	4	7

23. And finally, here are some statements that other people have made about adults who have learning disabilities. For each, tell me whether you strongly agree, somewhat agree, somewhat disagree or strongly disagree. First, **(READ ITEM)**

(ROTATE)	Strongly Agree	Some-what Agree	Some-what Disagree	Strongly Disagree	Don't Know
People with learning disabilities...					
a Are sometimes not safe to be around in the workplace.	12%	21%	21%	42%	3%
b Are equally capable of performing their jobs as other employees.	42	38	11	6	3
c Are sometimes fired, despite good performance on the job, when their learning disability becomes public.	30	35	16	13	6
d Suffer a lot of pain and humiliation because they are discriminated against.	59	30	5	4	2

I have just a few more questions for classification purposes.

D-1. Do you have any children under the age of 18 living in the household?

Yes	37%	(ASK D-2.)
No	62	(GO TO D-3)
DK/Refused	--	

D-2. For each of the following categories, please tell me how many of your children attend school at each grade level and whether it's a public, private or parochial school?

Public 79%
Private..... 13%
Both 8%

PUBLIC		PRIVATE/PAROCHIAL	
	Have Child(ren) at Each Level (Not Cumulative)		**Have Child(ren) at Each Level (Not Cumulative)**
Grades 10-12	40%	Grades 10-12	26%
Grades 7-9	39	Grades 7-9	20
Grades 4-6	44	Grades 4-6	24
Early elementary (K-3)	42	Early elementary (K-3)	34
Pre-School age (not yet in K)	22	Pre-School age (not yet in K)	33
Refused	10	Refused	5

D-3. And what is your present occupation?

Executive/Professional..... 18%
White collar..... 17
Teacher 6
Blue collar..... 21
Housewife 12
Student..... 6
Retired 15
Other..... 2
Refused 1

D-4. What was the last grade of school you completed -- not counting specialized schools like secretarial, art or trade schools?

Non-high school graduate (0-11) 19%
High school graduate (12)..... 38
Some college (13-15)..... 22
College grad or more (16+) 20
Refused 1

D-5. I'm going to read you some age groups. Would you stop me when I reach yours?

18-24	13%
25-34	21
35-44	21
45-54	17
55 and above	27
Refused	1

D-6. And, in which of these groups would the combined annual income of all members of this household put you -- less than $15,000, $15,000 to $29,999, $30,000 to $49,999, or $50,000 and over?

Under $15,000	17%
$15,000 to $29,999	26
$30,000 to $49,999	27
$50,000 & Over	21
Refused/NA	9

D-7. What ethnicity are you? Are you:

Black	11%
White	80
Asian	1
Other	6
Refused/NA	2

D-8. And are you Hispanic, or not?

Yes, Hispanic	5%
No	94
Refused/NA	1

D-9. And what state do you live in?

Northeast	20%
South	35
Midwest	24
West	21

D-9. GENDER: (BY OBSERVATION)

Male	48%
Female	52

THANK YOU VERY MUCH!

Curriculum for Nurturing Giftedness in Young Children (K-3)

Join nationally known educators, authors, and leaders Dr. C. June Maker (University of Arizona) and Dr. Margaret King (Ohio University); award-winning early childhood educators; and other dedicated professionals like you.

HOW can you differentiate curriculum to meet your individual student's needs?

WHEN is it appropriate to accelerate? enrich?

WHO is producing commercial curriculum that can take your students to the next level?

WHAT distinguishes good curriculum for gifted children from other curriculum?

WHERE can you learn these things, and more, other than at these two-day workshops?

To Register: 1-800-224-6830

Before August 15:
$119 ($155 Canadian)

After August 15:
$149 ($195 Canadian)

Single-day: $85.00

Every 5th person from same district/organization is FREE!

CEUs available.

For more information, call:
(703)-264-9463 or e-mail
JAYM@CEC.SPED.ORG

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Washington, DC area
September 29-30, 1995
Bethesda Holiday Inn
1-800-465-4329
or (301) 652-2000
Rooms: $68 Single/Double

Seattle, WA
October 13-14, 1995
Best Western Airport Executel
206-878-3300
Room: $69 Single/$75 Double

Hotel rates are guaranteed only through September 14. Make your reservations early and be sure to mention that you are attending CEC's meeting.

These institutes are supported under the Jacob K. Javits Program (Grant No. R206A20102) as administered by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The opinions expressed do not necessarily reflect the positions or policies of OERI or the U.S. Department of Education.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

EC 304386

Title: Learning Disabilities and the American Public	
Author(s): ROBERT M. DALY (ROPER STARCH WORLDWIDE)	
Corporate Source: EMILY HALL TREMAINE FOUNDATION	Publication Date: MARCH 1995

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.

[X] ← **Sample sticker to be affixed to document**

Check here

Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

Sample sticker to be affixed to document →

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

[ ]

or here

Permitting reproduction in other than paper copy

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: Robert M Daly		Position: PROJECT DIRECTOR	
Printed Name: SALLY BOWLES	ROBERT M DALY	Organization: EMILY HALL TREMAINE FOUND.	ROPER STARCH WORLDWIDE
Address: 290 PRATT ST. MERIDEN, CT 06450	205 E. 42ND ST NEW YORK, NY 10017	Telephone Number: ( )	212-[redacted]-4929
		Date:	11/30/95

OVER

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of this document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents which cannot be made available through EDRS).

Publisher/Distributor	
Address:	
Price Per Copy	Quantity Price

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name and address of current copyright/reproduction rights holder:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

If you are making an unsolicited contribution to ERIC, you may return this form (and the document being contributed) to:

ERIC Facility
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500

(Rev. 9/91)